**Halifax County Schools**

UNIT PLANNING TEMPLATE

UNIT: **Clues to a Culture** TIME FRAME: **6 weeks** TEACHER: A. Hilliard

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| |  | | --- | | **Unit Summary and Rationale:** (Outlines the components of the unit and the reasoning for their inclusion): | | This unit begins with students collectively defining and discussing the word *culture.* Next, students compare nineteenth-century America from the Ojibway point of view in *The Birchbark House* to depictions in texts such as *Little House on the Prairie* and *If You Were a Pioneer on the Prairie.* In order to glean the similarities and differences across nations, students read trickster stories and informational text; they also listen to music and examine art from a variety of Native American cultures. Class discussions reinforce awareness of how someone’s perspective can affect their view of events and people. This unit ends with an informative/explanatory essay in response to the essential question.  Terminology: Culture, Personification, Perspective, Point of view, Sound imagery, Trickster tale | | | | |
| |  | | --- | | **Unit Connection College and Career Ready Descriptions:** Teachers will select at least one of the following lenses to act as the overlay for the unit. These are the descriptors that must be included to ensure the unit is fully aligned to the CCLS and relevant to the college and career ready student.   Students will demonstrate independence.   Students will value evidence.   Students will build strong content knowledge.   Students will respond to the varying demands of audience, task, and discipline.   Students will critique as well as comprehend.   Students will use technology and digital media strategically and capably.  x Students will develop an understanding of other perspectives and cultures. | | | | |
| |  | | --- | | **Unit Standards:** Teachers should list the standards to be addressed within the unit. | |  | | | | |
| |  | | --- | | **Reading**  **(Including Foundational Skills)**  **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.  **RF.5.4(c):** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | |  | | --- | | **Writing** |   **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | |  | | --- | | **Speaking and Listening** |   **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | |  | | --- | | **Language** |   **L.5.1:** Observe conventions of grammar and usage when writing or speaking.  **L.5.1(c):** Use verb tense to convey various times, sequences, states, and conditions.  **L.5.1 (d):** Recognize and correct inappropriate shifts in verb tense.  **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.  **L.5.4(c):** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| **Essential Questions:** Essential questions center on major issues, problems, concerns, interests, or themes relevant to the classroom. Essential questions should lead students to discover the big ideas. They need to go beyond *who, what and where.* They need to lead to the *how* and *why* | | **Big Ideas:** These are what students will discover as a result of instruction and learning activities. They are the main ideas of the learning, the conclusions, or the generalizations. Big Ideas should be open-ended and apply to more than one area of study. | |
| How does literature provide insight into to a culture? | | Find similarities and differences in stories (e.g., trickster tales) from various cultures. | |
| How does an author use descriptive details, a sequence of events, and a conclusion to establish a situation and setting? | | Create a multimedia presentation based on information drawn from various types of sources (e.g., a presentation on a Native American nation of choice based on fiction, nonfiction, art or other media). | |
|  | | Summarize and evaluate the content and structure of a classmate’s presentation, evaluating how well they support their claims. | |

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| **Learning Tasks:** Teachers list the various tasks students will engage in throughout the unit. | | | | | |
| **Reading Tasks**  **Poems**  “Dream Catchers” (Ojibway, Traditional)  “You are Part of Me” (Cherokee, Lloyd Carl Owle)  **Stories**  *A Boy Called Slow* (Joseph Bruchac and Rocco Baviera)  *A Ring of Tricksters: Animal Tales from North America, the West Indies, and Africa* (Virginia Hamilton and Barry Moser) (EA)  *Coyote: A Trickster Tale from the American Southwest* (Gerald McDermott)  *Dreamcatcher* (Audrey Osofsky and Ed Young)  *How Rabbit Tricked Otter: And Other Cherokee Trickster Stories* (Gayle Ross and Murv Jacob)  *Island of the Blue Dolphins* (Scott O’Dell)  *Knots on a Counting Rope* (John Archambault, Bill Martin, Jr., and Ted Rand)  *Little House on the Prairie* (Laura Ingalls Wilder and Garth Williams) (EA)  *Raven: A Trickster Tale from the Pacific Northwest* (Gerald McDermott)  *Sign of the Beaver* (Elizabeth George Speare)  *The Birchbark House* (Louise Erdrich) (E)  *Trickster Tales: Forty Folk Stories from Around the World* (World Storytelling) (Josepha Sherman)  *Walk Two Moons* (Sharon Creech)  **Informational Texts**  **Nonfiction Books**  *A History of US: First Americans, Prehistory-1600* (Joy Hakim) (E)  *A History of US: The New Nation, 1789-1850* (Joy Hakim) (E)  *Black Frontiers: A History of African-American Heroes in the Old West* (Lillian Schlissel)  *If You Lived with the Cherokees* (If You…Series) (Peter and Connie Roop and Kevin Smith)  *If You Lived with the Sioux Indians* (If You…Series) (Ann McGovern and Jean Syverud Drew)  *If You Were a Pioneer on the Prairie* (If You…Series) (Anne Kamma and James Watling)  *Sequoyah: The Cherokee Man Who Gave His People Writing* (James Rumford) (Read Aloud) | ****Informative Writing, Language Usage, Language Mechanics**** **Reflective Essay**  Write an informative essay in response to the essential question (“How does literature provide clues to a culture?”) Your teacher may give you the opportunity to “Give one, get one” before writing your response. (W.9a, W.9b, W.5.4, W.5.7, L.5.1a,b,c,d; L.5.2a, L.5.2b | | **Discussion Tasks**  **Speaking and Listening**  What is meant by the word *culture*? For which elements does one look when learning about a culture? Write your ideas down on a sticky note and “Give one, get one.” (Note: Answers may include language, social organization, customs/traditions, arts, religion, symbols, etc.) Create a class chart of elements to look for, and look to find examples in texts read during this unit. (SL.5.1)  **Literature Response**  The title of Sharon Creech’s book *Walk Two Moons* comes from the Native American phrase, “Don’t judge a man until you have walked two moons in his moccasins.” What have you learned about the Native American nation studied? Turn and talk with a neighbor about this prompt before responding in your journal. (RL.5.1)  **Speaking and Listening, Opinion Writing**  As a class, discuss how trickster stories can reveal insights into a culture different from your own. What did you learn about the nation from the trickster story you’ve just read? What does a story/poem reveal about a culture that reading solely from an informational text does not? Write your ideas down in your journal prior to class discussion. (RL.5.9, SL.5.3)  **Class Discussion**  Why do tricksters ignore conventional cultural behavior? Why are these characters often personifications and not human? What impact does culture have on the tale? Talk with a classmate to share ideas and then write your favorite ideas down in your journal prior to class discussion. (RL.5.9) | | **Language/Vocabulary Tasks**  **Reading Literature, Language Usage**  Sharon Creech uses sound imagery, often linked to personification, throughout her novel *Walk Two Moons*. Find an example of how these literary techniques were used to increase the feeling of being part of the story, mark it with a sticky note, and share it with a partner. (RF.5.4c)  **Vocabulary, Language Usage**  As an individual and as a class, keep an index card file of words studied (e.g., *tribe, tribute, nation, nationality, nationwide, culture, cultural*, etc.). Keeping the words on index cards will help you when you sort words by prefix, suffix, root words, meaning, and so on. How do the prefixes and suffixes help you understand the meaning of the words while changing the part of speech? (Note: This will be an ongoing activity all year long.) (RI.5.6, L.5.4a,b,c) |
| **Assessments:** List types of assessments that will be used throughout the course of the unit.  \*If you do not have assessments for this unit, they should be created before moving on to the lesson design\* | | | | | |
| **DIAGNOSTIC** | | **FORMATIVE** | | **SUMMATIVE** | |
| Teacher-made tests | | Four corners  Think Pair Share  Exit tickets  Teacher-made tests  Classscape Assessments | | Portfolio  Six weeks exam | |
| **Text(s) Selections** (generated by (?) both teacher and student)  Teachers will list the genres/titles for study: | | | | | |
| **Cross-curricular Connection:**  **This unit teaches:**  **History/Geography:** Native American cultures (e.g., Great Basin and Plateau, Northern and Southern Plains, Pacific Northwest, etc.) and famous Native Americans (e.g., Chief Joseph the Younger); life in the American west (e.g., the transcontinental railroad, pioneers, wagon trains, etc.)  **Art:** photography, Native American decorative arts  **This unit could be extended to teach:**  **History/Geography:** Where different Native American tribes lived (e.g., Great Basin and Plateau, Northern and Southern Plains, Pacific Northwest, etc.), and how the shelters, clothing, and artwork varied based upon geography; conflicts between Native Americans and European settlers (e.g., American government policies, Bureau of Indian Affairs, Sand Creek Massacre, Little Big Horn, Wounded Knee, etc.); Native American nations or famous Native Americans (e.g., Tecumseh, Osceola, Sacagawea, Sequoyah, etc.); westward expansion before the Civil War (e.g., Lewis and Clark, Daniel Boone, Wilderness Trail, Erie Canal, Pony Express, etc.) | | | | | |